



St John Fisher Catholic Primary School

Accessibility Plan: 2022/23

At St John Fisher, we believe that a child's future is not dictated by their present or past. Children grow in their academic achievement and personal development through a love of learning which is underpinned by the Catholic Faith and Virtues and school Core Values combined with high expectation of achievement. St John Fisher is a safe place to be yourself, to recognise your strengths and to overcome barriers so that you are ready for life. It is a place where you can achieve potential in your own way. St John Fisher is an Inclusive school where we are valued for who we are now and what we can become. At St John Fisher we value families, governors, teachers and children who work together as one community, enabling the children to be the best they can be.

This accessibility plan details our ongoing commitment in providing a fully inclusive educational establishment. In line with the Equality Act 2010, this document sets out how we go about fulfilling this aim, taking into consideration the requirements of those children with disabilities and special educational needs along with visitors to the site. Working closely with our local governing body, we endeavor to promote and continually improve our school thus ensuring optimal learning conditions for all.

Contents

- 1: Aims
- 2: Legislation & Guidance
- 3: Action Plan
- 4: Monitoring Arrangements

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We recognise the importance of staff training in all aspects of Special Educational Needs, Disability and Equality as being fundamental to bringing about improvement.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained to promote equality with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We work closely with healthcare professionals, our local governing body and the Pope Francis MAC to ensure that any adaptations/resources are provided for individual needs.

Our school's complaints procedure covers the accessibility plan: if you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation & Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<i>Aims: Increase access to the curriculum for pupils with a disability</i>
<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils

Objectives	Actions to be taken	Person Responsible	Date to Complete Actions by	Success Criteria
Further develop the expertise of teachers to meet the needs of pupils with SEND via inclusive, quality first teaching.	Staff meeting with focus on SEND at least once every half-term. Access to suitable training courses. Each class to have an inclusion plan with strategies for inclusive, quality first teaching as well as for identified individuals.	Inclusion Leaders, Principal and Senior Leadership Team	Ongoing	All pupils are engaged in learning with the appropriate degree of challenge and support. Data shows pupils with SEND are making good progress.
Develop the expertise of support staff to meet the needs of pupils with SEND	Training sessions for TAs to take place once every half term. SEND to be included in each session and the main focus in at least three of them. Additional specialist training relevant to role.	Inclusion Leaders, Principal and Senior Leadership Team	Ongoing	Pupils with SEND are supported effectively and are making good progress. TAs feel confident in supporting children with a range of needs.
Develop as an 'dyslexia friendly' school	All staff to attend Level 1 training. Key staff in Foundation, KS1 and KS2 to attend enhanced training and to disseminate good practice.	Inclusion Leaders, Principal and Senior Leadership Team	Ongoing	All staff have an awareness of the needs of pupils with autism. Pupils are well supported and make good progress.

Use ICT more widely to support the needs of children with SEND.	Identify opportunities for ICT to be used to support learning. Ensure appropriate software is installed and equipment is available. Staff training.	Inclusion Leaders, ICT Coordinator	Ongoing from September 2022	ICT used appropriately to support the learning of children with SEND
Ensure the PE curriculum is effective in developing the skills and meeting the needs of all pupils.	Gather information on accessible P.E. and sports relevant to the needs of pupils in school. Incorporate planning for pupils with SEND into P.E. planning.	Inclusion Leaders, P.E. Coordinator	Ongoing from September 2022	Children with SEND enjoy PE and are making good progress.

Aims: Maintain, and improve as necessary, access to the physical environment

- The school building is single storey
- The environment is adapted to the needs of pupils as required; this includes:
 - Access ramps to main school entrance, EYFS, KS1 & Yr6 Classroom
 - Disabled parking bay
 - Disabled toilets and changing facilities

Objectives	Actions to be taken	Person Responsible	Date to Complete Actions by	Success Criteria
Provide at least one accessible entrance from the playground into the KS2 corridor.	Investigate options and costs. Include in budget planning. Alter entrance or provide ramp.	Principal, Governing Body	Ongoing from September 2022	Disabled access is available to KS2 area of school.

Aims: Improve the delivery of information to pupils with a disability

- Our school uses a range of communication methods to ensure information is accessible; this includes:
 - Internal signage
 - Large print resources
 - Pictorial or symbolic representations

Objectives	Actions to be taken	Person Responsible	Date to Complete Actions by	Success Criteria
Consistent good practice in delivering information to children that is ordinarily provided in writing	As required, manage and maintain guidance ensuring user-friendly and accessible format. Consider alternative strategies for providing information.	Inclusion Lead, Principal	Ongoing from September 2022	All children with SEND have access to information in their preferred format.
Provide information to parents in an accessible format.	Continually review the accessibility of information currently provided to parents. Ensure information is in clear plain font, minimum size 12 and in simple English. Ensure all parents are aware of support available via school office	Principal, Office Administrator	Ongoing from September 2022	All parents receive information in accessible formats.
School website can be accessed by those with visual impairments e.g. larger font sizes. School will provide parents with additional support tools.	New website design to be implemented. Ensure accessibility of website is planned for when the website is updated i.e. audio descriptions, zoom function	Principal, ICT Coordinator	Ongoing from September 2022	All parents are able to access the information on the school website.

4. Monitoring arrangements

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached showing the priorities identified for action along with how they are to be addressed within a given timeframe. Success criteria have been set so progress and outcomes can be measured. The plan is to be reviewed and updated at least every three years.

Approved by: Luisa Penman (Principal)

Date: September 2022

Next review date: September 2023 (or as required by changes in circumstances)